

CHAPTER ONE INTRODUCTION

This chapter describes the introduction of the research. This section explains about the study's background, the problem's identification, delimitation, research questions, the research objectives, significance, and organization of the chapters.

Background of The Research

English as a tool for international communication is a skill that should be mastered by every student majoring in English Education. Given the critical role of English in various fields, such as academics, business, and technology, the ability to communicate fluently in this language is crucial. However, in reality, many students still do not master English well. According to Isadaud et al. (2022), the use and proficiency of English in Indonesia still need to improve. Several factors contribute to this, including a lack of motivation to learn the language, anxiety, vocabulary comprehension, pronunciation challenges, and teachers not as skilled in teaching English. One of the leading causes of this difficulty is a need for vocabulary mastery. Limited vocabulary makes it difficult for students to understand texts, express ideas appropriately, and participate in discussions effectively. Mastering English is highly recommended, especially in the current era of globalization, because English has an important role in everyday life and especially in the field of education in Indonesia (Isadaud et al., 2022). Therefore, increasing vocabulary mastery is an essential step in efforts to improve their English language skills.

According to Suyanto (2015) in learning English three important components must be studied correctly, namely vocabulary, grammar, and pronunciation. In Indonesia, current conditions reflect a common challenge among language learners characterized by a lack of

vocabulary. Based on Sudarman et. al. (2022) according to several studies, Indonesian students' vocabulary is lacking in both range and depth. This limitation impedes language proficiency and hampers effective communication. While there are several alternatives to overcome this problem, such as traditional methods, vocabulary exercises, language courses, extensive reading, and language exchange programs, there has been a major shift towards utilizing digital platforms such as social media applications and even learning applications.

Vocabulary is a collection of words that belong to a language and provide meaning while use. Vocabulary serves as a cornerstone in the journey of learning foreign languages, especially English, due to its widespread global use and significance in various fields such as education, business, and communication. The acquisition of a robust vocabulary enhances one's ability to comprehend complex texts, articulate thoughts effectively, and engage in meaningful conversations. Kontas (2023) express that having a larger vocabulary facilitates the process of self-expression. Besides, an ideal vocabulary learner demonstrates traits such as curiosity, diligence, perseverance, and an open-minded approach to exploring diverse sources for language enrichment. Based on Hariyono (2020) research results, students feel enthusiastic, happy and motivated in learning because they use learning videos. Therefore, using learning videos can reveal students' ideals in learning English. Nowadays, learning videos can be accessed through social media platform such as Instagram, Facebook, Youtube, and TikTok.

According to Annur (2023) from Databoks web, in October 2023, Indonesia had over 106.51 million TikTok users, making it the second-largest country in terms of TikTok users worldwide. TikTok has been language learning on TikTok videos generally ranks #2 among the most popular knowledge sharing videos in 2019 in a huge way. Based on research conducted by Ulum et al., (2022) at a class of senior high school in Karangasem, student responses regarding

the use of the TikTok application as a medium for learning standard and non-standard Indonesian were good. This can be seen that in general, 88.9% of students like learning based on the TikTok application (Ulum et. al., 2022). Therefore, using the TikTok application is also quite possible to learn English pronunciation effectively in a very general way.

Research on using TikTok as a vocabulary learning tool shows promising results. Based on Levin et al., (2022) they said that all three interviewees agree to the question that social media can help students learn English. They also answered “yes” to TikTok-specific questions. This platform, with its short, engaging video content, is able to increase student engagement in learning new words. TikTok allows users to see and hear vocabulary usage in real context, strengthening their understanding through visuals and audio. Additionally, interactive features such as comments and new word challenges can encourage active and collaborative participation among learners. Studies show that this method is not only effective in enriching vocabulary, but also makes the learning process more fun and relevant for today's digital generation.

However, further research is needed on the long-term effects of using TikTok as a vocabulary-learning tool. Despite this study, additional studies are required to determine whether TikTok features may help learners of different age groups or EFL learners to learn English vocabulary. Previous studies has also not discussed whether TikTok users use specific strategies to learn English vocabulary. A significant gap in the literature is the need for empirical data on the retention of vocabulary learned through TikTok over time. Although Levin et al. provide valuable insights, further investigation is needed to determine the scalability and sustainability of TikTok-based vocabulary learning methods.

Based on the extraordinary research findings mentioned previously, along with the widespread popularity of the TikTok application, it can be concluded that TikTok has the potential

to increase students' learning English. Although many studies have been conducted on TikTok as a medium for English language learning, further research is still needed. Therefore, this study focuses on what things TikTok may support EFL Students in learning English vocabulary and what strategies EFL students use to learn English vocabulary.

The Identification of The Problem

In recent years, social media platforms have been explored for their educational potential, particularly in the realm of language learning. Among these platforms, TikTok has gained popularity for its engaging, short-form video content. However, a preliminary study conducted at a private university in Yogyakarta revealed that many English as a Foreign Language (EFL) students primarily use TikTok for entertainment rather than educational purposes. Despite having accounts that follow English learning content, students often lack focus and do not fully utilize TikTok's potential as a learning tool. Additionally, some students are unaware of the educational benefits that TikTok offers.

The English Education Department at the private university in Yogyakarta, like many educational institutions, is continuously seeking innovative methods to enhance language instruction. The integration of TikTok into English language learning aims to engage students through interactive and immersive experiences. Although TikTok's format is conducive to short, engaging content that can aid in vocabulary acquisition, its adoption for educational purposes has been inconsistent and underutilized.

Initial observations and interviews with EFL students at universities highlighted the lack of use of TikTok as an educational tool. While TikTok has the potential to make vocabulary learning more engaging and relevant for today's digitally savvy students, many learners are still unaware of its benefits for educational content. Students often follow English learning accounts

but do not focus enough on the academic aspects, thus missing out on its potential benefits, even though many of TikTok features can support English vocabulary learning activities. This gap underscores the need for a more structured approach to integrating TikTok into English learning strategies in order to maximize the potential of TikTok features to support English vocabulary learning.

The Delimitation of The Problem

This research focuses on exploring the potential of TikTok as a medium for vocabulary learning among English as a Foreign Language (EFL) students. The scope and boundaries of the study are clearly defined to ensure clarity and manageability, given the constraints of time, resources, and specific research objectives.

The study was conducted within the English Language Education Department at a private Islamic university in Yogyakarta, Indonesia. This geographical and institutional focus is selected to provide a detailed and context-specific understanding of how TikTok can facilitate vocabulary learning in this particular educational setting. While the findings were relevant to similar educational contexts, their generalizability to other regions or institutions may be limited.

The research was carried out over one week, starting from early July. This timeframe is sufficient for conducting in-depth interviews, analyzing data, and drawing meaningful conclusions about using TikTok in vocabulary learning within the selected department. However, the short duration of the study may limit the ability to observe long-term impacts and changes resulting from TikTok adoption.

The study involved qualitative interviews with a selected group of EFL students from the English Language Education Department. These participants are chosen to provide diverse

perspectives on the effectiveness of using TikTok for vocabulary learning. The small sample size is appropriate for an in-depth qualitative analysis, allowing for rich, detailed data collection. However, the findings may not represent the views of all students within the department or other similar departments.

A qualitative research method was employed, specifically using semi-structured interviews to gather data. This approach is chosen to capture students' nuanced experiences and opinions regarding TikTok as a vocabulary learning tool. While this method provides deep insights, it may offer a limited breadth of understanding that qualitative approaches might provide.

The research focused on identifying and analyzing the feature and the strategies of using TikTok for vocabulary learning among EFL students. The study did not cover other potential aspects of TikTok in education, such as its impact on other language skills or its use in different subject areas. This thematic delimitation ensures a concentrated and thorough exploration of the specific research questions.

The study examined the use of TikTok and its various features within the context of vocabulary learning in the selected department. It only evaluates TikTok's effectiveness within this scope, such as its application in other educational disciplines or industries. The research considered both current uses of TikTok and potential strategies for optimizing its use for educational purposes.

Given that the research was conducted within a specific cultural and educational context in Yogyakarta, the study addressed the cultural and contextual factors influencing the adoption of TikTok as an educational tool. This focus is essential for understanding the localized implications of using TikTok for vocabulary learning, but it may limit the applicability of findings to different cultural or educational settings.

The Research Question

Based on the research background, the following questions are suggested to be investigated in this study:

1. How does TikTok support EFL students to learn vocabulary?
2. What are students' strategies in learning vocabulary using TikTok?

The Objective of The Research

According to the research questions, there are objectives of the research are to find out:

1. To explore how TikTok support EFL students learning vocabulary
2. To investigate students' strategies of using TikTok application to improve their English Vocabulary

The Significance of The Research

The research was conducted is expected to provide more subtle benefits and knowledge for students, teachers, and future researcher.

Students. Students knowing that TikTok can help students to learning their English vocabulary, especially the features. Apart from that, it also provides strategies recommendations to their learning English vocabulary.

Teachers. This research provides further information to lecturers that facilities are available on TikTok for learning English, and what strategies do students usually use to learn English through TikTok. Then, English instructors and lecturers can gain new insight that apart from being entertaining, the TikTok application is also useful for learning, especially vocabulary learning. Lecturers can also use this research to determine the best way to teach and introduce them to the TikTok application so they can expand their vocabulary.

Future Researcher. The study's conclusions suggest utilizing the TikTok app to support students' vocabulary growth. Other the researcher may use the study's results as a initial data for related future investigations. This work may encourage more the researcher to research in the same area or to gather more information on this subject.

The Organization of The Chapter

The first chapter describes the introduction of the research. This chapter discusses the research background, identification of the problem delimitation of the problem, research questions, research objectives, significant of the research and the organization of the research.

The second chapter is a literature review. This part discusses theories of the correlation between EFL students' habit of watching TikTok English videos and vocabulary mastery. There is some content in this chapter, such as vocabulary mastery, TikTok application, understanding students' habit of watching TikTok, using technological media as strategy to learn English, and use of TikTok English video to increasing vocabulary mastery.

The third chapter is Methodology. This chapter describes the methodology that was used in the research. The research was involve determining the type of research design to be used, selecting the research setting and schedule, identifying the population and sample, choosing the data collection method, selecting the research instrument, outlining the data collection procedure, and finally conducting data analysis.

Chapter four contains findings and discussion. This chapter discusses the facilities that TikTok provides for learning vocabulary and the strategies use by students to learn vocabulary on TikTok. Data is obtained base on student experience.

Chapter five contains conclusions and recommendations. This chapter provides general answers to the research questions and offers the researcher recommendations. Conclusions are written based on the findings in the fourth chapter. Then, recommendations are written to students, teachers, and future researchers.